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| Breakout 2: Building Learning Goals and Consolidation Questions | | Grade 3-6 |
| 75 min | Math Learning Goals   * I will develop a better understanding of appropriate learning goals for algebraic thinking. * I will create consolidation questions for algebraic thinking that reflect a specific learning goal. | Materials   * Growing Success document * Learning goal strips * Copy of problem from Guide to Effective Instruction * Prompts for facilitators |
|  | 🡪  Nottawasaga and Kempenfelt  Share the following information from Growing Success using an “auditory Wordle” strategy:  *Developing Learning Goals*  *Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.*  What should the learning goals for algebraic thinking be in a grade 3-6 classroom? Think-pair-share with grade level partner using the curriculum document, then match up with another pair from a subsequent grade and “square” – compare your learning goals between grades. How are they similar? What differences do you see? Debrief as a whole group. | Professional  dialogue dialogue   * aal *Assessment* ***as*** *learning*  (reflection) |
| Minds On… |
| 20 minutes |
|  | 🡪  Nottawasaga and Kempenfelt  Participants arrange themselves into partners using the digital root of their 3-digit number from the previous session (add digits, continuing to add digits until you reach a one digit number).  With their partner, participants solve the following problem from the Guides to Effective Instruction: Patterning and Algebra (reference page 72 – see appendix at end of template – copy of whole problem to go on memory stick). Share the graphing link from the Guide on ppt.  Participants will receive a set of 7-10 learning goals. With their partner, discuss which learning goal or goals they believe were the focus of this lesson, based on the question and the prompts by the facilitators. (eg. Possible learning goals might be: I can represent growing patterns using concrete materials. I can represent growing patterns using graphs. I can use patterns to help me to extend a pattern. I can use patterns to help me to predict.  Brainstorm consolidation questions to support student learning based on the task they have just worked on. | * aal *Assessment* ***as*** *learning*  (reflection) |
| Action! |
| 30 minutes |
|  | 🡪  Nottawasaga and Kempenfelt  Participants will go back to a grade level partner and, using learning goals from the Minds On section, create some problems that they could use, including how they link up to the learning goal, what will you be looking for as students are working, and what one consolidation question would you anticipate asking that would wrap up the learning. (Participants can create on a laptop, or on a piece of paper, and we will collect, collate, and send these to all members.)  Whole group sharing. | * aal *Assessment* ***as*** *learning*  (reflection) |
| Consolidate Debrief |
| 25 minutes |
|  | Home Activity or Further Classroom Consolidation |  |

